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ABSTRACT

Social studies programs have not received the attention they deserve in the last decade. This document is meant to help Massachusetts school districts strengthen the teaching of social studies at all grade levels. The rationale section offers direction about the need for and the primary purpose of social studies education, namely citizen education. The section on teaching social studies at different grade levels clarifies the purpose and scope of social studies education at the elementary, middle, and high school levels. Elementary instruction should attempt to develop students' understanding of themselves and their immediate environment. Middle school instruction should expand on what was learned in the elementary grades and demonstrate principles of democracy. High school instruction should attempt to teach students the concepts, understandings, attitudes, skills, generalizations, and specific knowledge necessary for an individual to function in a positive and contributory fashion in a democratic society. The section on subject areas reviews the key concepts and principles of each of the social studies disciplines. The section on effective teaching strategies offers definitions and rationales for several alternative teaching strategies such as critical thinking, guest speakers, independent study, oral history, and student government. These strategies are important because too much emphasis is placed on lectures and textbooks. The resource section is a directory of noncommercial resources that might be useful to teachers. (JB)

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EXCELLENCE IN SOCIAL STUDIES EDUCATION: THE FOUNDATION OF ACTIVE CITIZENSHIP

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Massachusetts Council for the Social Studies

MEMORANDUM

TO: School Committee Members
Superintendents of Schools
Principals
Social Studies Chairpersons and Teachers

FROM: Richard A. Aieta RAA
Massachusetts Council for the Social Studies

DATE: November 23, 1988

SUBJECT: Excellence in Social Studies Education:
The Foundation of Active Citizenship

Even a casual review of the literature addressing the condition of American schools today reveals widespread concern over what students do not know and cannot do. Recent United States high school graduates received a grade of "F" for their knowledge of place geography in a recent survey of industrialized countries commissioned by the National Geographic Society. Seventeen year-old students received a grade of "F" for content mastery in United States history in a test commissioned by the National Assessment of Educational Progress.

We know the agenda for improving social studies instruction is currently being set by commissions, studies, and reports as well as professional organizations. We know that there is debate and disagreement over what constitutes the definitive comprehensive PK to grade twelve social studies curriculum.

The Task Force on Social Studies believes that we can serve teachers, administrators, and school officials by providing a document that will help focus the debate at the local school level. Each section was written by teachers, reviewed by subcommittees and a committee of the whole. As the directory attests, teachers at all grade levels, all disciplines, and all over the state were involved.

The process of draft, review, revision and redraft was a valuable one for all members of the Task Force. While there is much in this report that promoted extensive debate - what should be taught to whom and when - there is much we do agree upon.

We agree that the teaching of social studies is important, basic, and essential in the total curriculum for all students at all levels and all grades. We agree that teaching of social studies is complex, requiring specialized knowledge from many fields of study and necessitating a variety of teaching strategies. We agree that the overriding reason for including social studies in the curriculum

is to help prepare students to become knowledgeable, skilled and sensitive to their democratic heritage and civic responsibility. We agree that the debate on what social studies should be taught to whom is best engaged at the local level reflecting local resources and community needs. Lastly, we agree that despite the alarm, there is exemplary teaching happening in social studies classrooms in Massachusetts today and much of current social studies instruction is effective. There are programs and practices in existence at all levels that can serve as models for those engaged in curriculum review.

The Massachusetts Council for the Social Studies, the state's professional social studies association which has existed for more than a quarter of a century, has been pleased to be part of this project which demonstrates that teachers can provide the leadership necessary to strengthen social studies instruction. If the Massachusetts Council for the Social Studies can be of further assistance to you, please contact me at Hamilton-Wenham Regional High School at (508) 468-4491.

It is our desire that this report will serve to focus attention on both what is current practice in the schools and how it can be strengthened for the next generation.

The Commonwealth of Massachusetts
Department of Education

1385 Hancock Street, Quincy, Massachusetts 02169-5183

MEMORANDUM

TO: School Committee Members
Superintendents of Schools
Principals
Social Studies Chairpersons and Teachers

FROM: Harold Raynolds, Jr.
Commissioner of Education

DATE: 23 November 1988

SUBJECT: Excellence in Social Studies Education:
The Foundation of Active Citizenship

Preparing students to be knowledgeable about our history, our government and our relationships with other nations and to be active, involved citizens is the central purpose of elementary and secondary education. The complexity of the problems facing our nation have created a need for informed, active decision makers that is greater than at any time in our nation's history. However, social studies programs have not received the attention they deserve in the recent decade. This lack of attention is due to the increased attention educators have provided to teaching of reading, writing, math and science, as well as a lack of a clear definition for a comprehensive PK-twelfth grade social studies program.

The following report is unique for Massachusetts. It is the product of a combined effort of the Department and the Massachusetts Council for the Social Studies, the state's professional organization of social studies teachers. The sections were written by social studies professionals. These sections provide a rationale for developing comprehensive social studies programs, the elements of social studies programs at varying grade levels, the key concepts, principles and skills within each social studies discipline, examples of teaching strategies and a resource directory.

This report serves to focus attention on the social studies. It may be best used to initiate discussions within school districts seeking to analyze their social studies programs. While the report contains a valuable foundation, it is not intended as a statewide social studies curriculum. The social studies programs that are created by individual districts should address the needs of their communities while incorporating the information provided by this report.

It is our hope that by discussing the effectiveness of individual social studies programs in light of the information contained in this report, educators will be able to strengthen existing programs and identify needs for additional support and resources. If you have any questions about the contents of the report, please contact the Massachusetts Council for the Social Studies or George S. Perry, Jr., at the Department at 617-770-7580.

This publication was developed by a joint task force of the Massachusetts Council for the Social Studies and the Massachusetts Department of Education. The purpose of this publication is to assist school districts in strengthening the teaching of social studies at all grade levels.

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Executive Summary

Excellence in Social Studies Education: The Foundation of Active Citizenship was developed by a joint task force of the Massachusetts Council for the Social Studies and the Massachusetts Department of Education. The purpose of this publication is to assist school districts in strengthening the teaching of social studies at all grade levels. The paper is divided into five sections.

The rationale section offers direction about the need for and the purpose of social studies education. The purpose of social studies is citizen education, and there is a need for a comprehensive PK-grade twelve social studies program that systematically directs the learning of students so that they are able to contribute as thoughtful, humane and responsible individuals. Social studies programs combine appreciation for democratic values, acquisition of knowledge, and skill development with a realization of self. The social studies, more than any other area of study, respond to meet the demands of a changing and growing world. To meet this challenge, teachers must be broadly prepared and receive support, incentives and encouragement to continue their professional development.

The Teaching Social Studies at Different Grade Levels section clarifies the purpose and scope of social studies education at three grade levels. The Elementary Social Studies chapter identifies the key objective of social studies education as the development of students' understanding of themselves and their immediate environment as a microcosm of a larger world. To accomplish this, students must build strong self-esteem and learn to explore their world from varying perspectives. Students are exposed to their world as a geographic environment, an historical environment, and a socio-cultural environment as well as a political and an economic environment. Along with developing a conceptual framework, the task of elementary social studies educators is to develop skills that provide the basics for active citizens. It is essential that young people be taught to identify, understand and address the problems that they encounter. To accomplish this challenge, school districts should require systematic daily social studies instruction at the elementary level.

The Middle School Social Studies chapter defines the program needed to meet the needs of students who are experiencing the transition from childhood to adolescence. At this level, the emphasis must be placed on both what students learn, and how they should learn. The middle school program expands the knowledge students have gained at the elementary grades. Further, it serves to introduce, develop and refine specific social studies skills which form the foundation of social studies education. Finally, middle schools need to demonstrate principles of democracy by allowing their students to use their classrooms as a forum for democratic action.

The High School Social Studies chapter focuses on teaching students the concepts, understandings, attitudes, skills, generalizations and specific knowledge necessary for an individual to function in a positive and contributory manner in our democratic republican tradition. The high school program must contain strong academic offerings in all of the social sciences and humanities, with history serving as the unifying force. The teaching of social studies must include learning about social and global problems. Students should review, refine and expand the skills gained in the earlier grades. Skill development should emphasize such pedagogical objectives as the development of critical thinking, moral reasoning and basic skill improvement. Finally, students should use high school as a testing ground for participating in citizenship activities.

The Social Studies Subject Areas section reviews the key concepts and principles of each of the social studies disciplines; Behavioral Studies (including Anthropology, Psychology and Sociology), Economics, Geography, Global Education, Government and Law, United States History, and World History. In addition, the individual chapters address the development of the attitudes of students, areas of knowledge and unique concerns of the discipline.

The members of the Task Force share a common concern that the teaching of social studies relies too heavily on the use of lectures and textbook interpretations. In response, the Effective Teaching Strategies section offers a definition and a rationale for the following teaching strategies: the Arts; Case Study; Community Resources; Community Service; Computers; Critical Thinking; ERIC; Field Studies/Site Visits; Film/Video Viewing and Production; Group Work/Cooperative Learning; Guest Speakers; Independent Study; Law-Related Education; Museums/Cultural Institutions; Newspapers; Novels/Literature; Oral History; Peer Teaching; Primary Source Materials; Simulations/Games; Storytellers/Historic Role Players; Student Government; and Travel.

All teachers collect and save the names and addresses of various resources which supplement their teaching. The members of the Task Force searched their files to identify non-commercial resources that they find useful. The Resource Directory section contains numerous resources to be used by teachers of all grades in various parts of the state and all disciplines. This list should be considered a beginning that does not include all of the resources available to support the teaching of social studies.

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Rationale for Social Studies Education

The purpose of social studies is citizen education. Social studies programs enable all students to become active citizens who are knowledgeable, critical and independent participants in the democratic process. A comprehensive PK-12 social studies program systematically directs the learning of students so that they are able to contribute as thoughtful, humane and responsible individuals. Social studies educators move students beyond the egocentric experiences of their own immediate worlds to a broader understanding of all human experiences and existence.

The social studies instill in students an appreciation of our pluralistic, democratic society. Students need an awareness and understanding of the relationship between cultural values and political systems and how these function. More importantly, students need to understand and practice basic democratic values that are rooted in civil liberties, due process, equal protection, and civic participation. These values include the concepts of authority, diversity, empathy, equality, justice, privacy, responsibility, and tolerance.

The social studies achieve the purpose of citizen education by assuring the following:

Knowledge

Students acquire knowledge about the past and present in preparation for the future, in the areas of:

- History and culture of our nation and the world;
- Geography—location, place, relationships within places, movement and regions;
- Government/Law—theories, systems, structures, processes, rights and responsibilities;
- Economics—theories, systems, structures and processes;
- Behavioral studies—the individual, the group, the community and the society and the relationships among these; and
- Global studies—connections between and among nations, races, cultures and institutions.

Self-Realization

Students explore their own identities and heritages as well as develop an appreciation of the multicultural fabric of our nation through such activities as:

- Study of the individual sense of self and self-worth;
- Social history which explores the development of the family and community; and
- Experiences of groups contributing to our democratic society.

Thinking Skills

Students develop the following thinking skills:

- Data-gathering skills which include acquiring, locating, compiling, organizing, extracting, interpreting and evaluating information;
- Reasoning skills which include comparing, classifying, questioning, making conclusions and predictions;
- Analytical skills which include understanding one's own thoughts and the perspectives of others, generalizing without stereotyping, giving and receiving criticism and accepting responsibility;
- Decision-making skills which include considering alternatives and consequences, making justifiable decisions, testing generalizations and acting; and
- Oral skills which include presenting information in an understandable and succinct manner.

Participation Skills

Students gain the following skills which assist them in civic participation:

- Working effectively in groups—organizing, planning, making decisions, taking action;
- Developing tolerance for alternative viewpoints;
- Persuading, compromising, bargaining, building consensus;
- Practicing patience and perseverance in working for one's goals;
- Exhibiting sensitivity to cross-cultural behaviors; and
- Resolving conflict nonviolently.

Social studies programs combine appreciation for democratic values, acquisition of knowledge, and skill development, with a realization of self. Educators need to encourage students to take part in public affairs and to instill the value of civic action and social responsibility.

School districts should design a comprehensive scope and sequence for social studies that:

- Begins in pre-school and continues throughout formal education and includes a range of related electives at the secondary level.
- Assures multicultural awareness by developing individual and cultural identity.
- Includes skill development.
- Stresses observation of, participation in, and service to the school and community as part of the curriculum.
- Deals with critical issues and the contemporary world.
- Prepares students to make decisions based on democratic principles.
- Demands high standards of performance and measures student success by means that require students to analyze and evaluate information.
- Involves community members as resources for program development and student involvement.
- Takes advantage of new technology to support instruction.
- Leads to citizen participation in public affairs.

The social studies, more than any other area of study, respond to meet the demands of a changing and growing world. The implementation of effective social studies PK-12 curricula depends on innovative teachers who are broadly prepared in history, the humanities, the social sciences, multicultural understanding, international studies, and educational theories and practices. Teachers must be encouraged to teach creatively. To meet this challenge successfully, school committees and administrators must provide the support, incentives, and encouragement, including resources and time, necessary to assist teachers to continue their education and take advantage of professional development opportunities.

NOTE: Sections of this rationale were adapted from "The Essential Statements" Prepared by the National Council for the Social Studies, Washington, D.C.

Elementary Social Studies PK-6

Since the goal of American education is citizen education and participation, the social studies are at the heart of the education that is offered to the young learner. At the elementary level, the key objective of social studies education is the development of students' understanding of themselves and their immediate environment as a microcosm of the larger world. To accomplish this, social studies must be taught as a separate entity as well as an integrated part of the curriculum.

Students and the World: The Conceptual Framework

It is essential that young children learn to celebrate themselves as well as the similarities and differences among us. Innovative and thoughtful teaching can provide effective experiences that allow students to build the self-esteem, respect, confidence, curiosity, responsibility, appreciation, cooperation, and participation necessary to the interpersonal and intergroup relationships of society. At the elementary level, students need to develop an awareness of the world by being moved along a continuum beginning with the self to family to school to community to city to county to state to region to nation to world, in a way that is sequential and challenging.

It is essential that young learners explore their world from varying perspectives. Elementary social studies provide young learners with an introduction to expanding their environments outward from themselves and their families and prepares them for further specialized study at the secondary level. Students are exposed to their world as a *geographic* environment, an *historical* environment, and a *socio-cultural* environment as well as a *political* and an *economic environment*.

The key concepts that must be developed throughout the elementary grades are:

- *Geographic:* Sense of place, location, relationships within places, movement, regions, resources of the community, the state, nation and world.
- *Historical:* Sense of time, chronology, civilization, contributions, individuals, places, issues and events of community, and nation, and a sampling of ancient and modern cultures of the world.
- *Socio-Cultural:* Self-esteem, respect, acceptance, curiosity, tolerance, and appreciation; individual, cultural, and global identity; social and cultural institutions; participation, interaction, dependence, interdependence, cooperation and international understanding.
- *Political:* Citizenship, government and law, decision-making, nonviolent conflict resolution, democracy (justice, equality, freedom, responsibility, diversity, privacy), forms of government (democracy, monarchy, oligarchy) and dependence/interdependence.
- *Economic:* Consumerism, buying and selling, goods and services, needs and wants, supply and demand, investments, development and technological change.

Presented with pertinent concrete experiences based on their own environment and extended to those beyond, young children can be engaged in exploring and participating in this multi-faceted world. Presenting content through concrete experiences that relate directly to the age maturity, concerns and interests of the students provides the students with simple societal units that can be easily understood and extended to the more complex and abstract understandings of national and international relations.

Skill Development

Along with developing a conceptual framework, the task of elementary social studies educators is to develop the skills that provide the basis for active citizens. Social studies can provide the context and material by which students learn the basic skills. For example, students can be encouraged to read so that they can be able to gain more information about the world they live in. They can be encouraged to write so that they communicate their perceptions to others. They can be encouraged to compute so to analyze the complexities of issues more completely.

It is essential that young children be taught to identify, understand and address the problems that they encounter. This requires skill development beyond the basics. It is crucial that young learners be challenged to comprehend difficult concepts by clarifying, analyzing, evaluating and applying their knowledge to the varying levels of their world. To accomplish this young learners must begin to learn a variety of process and critical thinking skills which are important to their functioning as independent yet interdependent citizens of our global society in the present and future. They must learn to collect, interpret, analyze, compare, clarify, evaluate, and apply information from a variety of resources and experiences. This can be best accomplished by utilizing the following resources and developing the following skills:

- *Resources:* Human experience (oral histories, journals, and diaries), visuals and graphics (drawings, photographs, art works, maps and globes, charts, tables and graphs), documents, media (file, video, computer, recordings) artifacts, time lines, trade books, interviews, simulations, and field studies (museums, on-site visits, libraries, law-related institutions.)
- *Skills:* Locating information (use of visuals, tables of contents, maps, globes, glossaries, the index, copyright dates, primary and secondary sources, and the use of the library) interpreting and

analyzing information (social and civic observation, bias), decision-making, and participation.

Young learners thrive in the multi-disciplinary and inter-disciplinary experiencies of the social studies. They gain insight into their world and into the knowledge, skills, resources, behaviors, attitudes, values and beliefs of humanity. They participate in the foundations of active citizenship, and prepare for the future. Thus it is imperative that school districts allot appropriate time to the social studies by requiring *systematic daily social studies instruction with a minimum of 30-30 minutes at the primary level and 40-50 minutes at the intermediate level.*

To utilize this time effectively, teachers must be provided with opportunities to gain further professional development and incentives to update the status of the field of social studies. Professional development activities must focus upon excellence and innovation in the methodology of teaching social studies. Teachers must be encouraged to avoid reliance on work sheets and "seatwork" and to use more student-based activities which include utilizing the students' experiences as a microcosm of the larger world. Teachers need opportunities for developing activities which challenge students, in creating interesting and interactive classroom atmospheres as well as integrating the community and its resources into the curriculum.

Conclusion

Social studies education for the young learner strives to attain the goals of basic and analytical skill development, knowledge of content, self-realization and interactive thinking and participation, all critical to citizen education. Young children need to be recognized and involved as citizens both now and in the future. It is the responsibility of educators to provide students with the tools necessary for the thoughtful consideration of issues, as well as to connect them with their world, build the framework crucial to secondary social studies, and to provide them with the opportunities and the encouragement to participate.

Middle School Social Studies

The middle school social studies program must be designed to meet the needs of students who are experiencing the transition from childhood to adolescence. Education at this level is both challenging and rewarding. The unique challenge rests in motivating students who are often preoccupied with their development as individuals. The vitality of middle school students brings a fresh perspective to their education, and should be channeled in ways not always applicable at other levels. Therefore, emphasis must be placed on both what students learn, and how they should learn.

Skill Development

The middle school program expands the knowledge students have gained in the elementary grades in the areas of history, government, behavioral studies, geography, politics and economics. The key concepts that should be included at this level are discussed in the following sections. While the middle school program may not be able to accommodate the variety of disciplines available to students at the high school level, the key concepts of all the disciplines should be integrated into the core program which contains history, government and geography.

In addition, the middle school program must enhance the socio-cultural awareness of students that begins in the elementary grades. This is accomplished by continuing to develop student self-esteem through providing opportunities for all students to achieve success, and continuing to increase student awareness of peoples and communities beyond those with which students have immediate contact. By providing these opportunities, educators create an environment by which students can gain a greater appreciation and awareness of civic participation, critical issues, ethics and values in ways that are appropriate to the students' nature and developmental stage.

The middle school program may be the introduction to social studies as a separate discipline for most students. It is an opportunity for both student and teacher to explore, in some depth, the social studies subject areas. As a result, the introduction, development and refinement of specific social studies skills form the foundation of social studies education. Among these skills are:

- basic map and globe skills (i.e. atlas use, directions, distance, map projections, types and uses of maps, longitude and latitude)
- communication skills (i.e. graphing, report writing, oral reports, mapping)
- interpretive skills (i.e. charts, maps, graphs)
- reading skills (exposure to both narrative and expository social studies materials, primary and secondary documents)
- reference skills (i.e. finding information from Reader's Guide, almanac, atlas, encyclopedia and dictionary)
- study skills (i.e. note-taking, essay writing)
- thinking skills (i.e. analysis, evaluation, prediction)
- timeline and chronology skills (i.e. historical sequencing skills, basic understanding of cause/effect relationships)

- varied learning experiences (i.e. group work/cooperative learning, individual goal setting/achievement).

These skills, when coupled with the various social studies disciplines and employed within a rigorous and interdisciplinary social studies program, lead to the acquisition of the following:

- the ability to use a variety of data collection methods (i.e. reference and research skills, oral history, interviewing)
- the ability to distinguish between fact/opinion, cause/effect, primary/secondary documents, quantity/quality and to be able to identify critical turning points
- the recognition of the historical sequencing of events
- the recognition of the reasoning process implicit in decision making
- the acquisition of a working knowledge of a discrete social studies vocabulary
- the ability to identify clues to future development and the impact of future trends

This combination of skills and outcomes will prepare students for the more in-depth study of the specific disciplines at the high school level.

Approach

Students who find the social studies stimulating and engaging at the middle school level will continue their interest in these subjects at the upper grade levels. Therefore, middle schools need to demonstrate the principles of democracy by allowing their students to use their classrooms as a forum for democratic action. This may be accomplished by using various methods to present information, and creating a framework for students to address controversial issues.

In reflecting the dynamic nature of the social studies, the methods and materials should mirror a broad-based curriculum which includes service projects and community study. Appropriate methods for this age group may include simulation and role playing, independent and group work, projects, interactive learning activities, guest speakers, open discussions, pen pals and festivals celebrating various countries and ethnic groups.

Students need to be engaged in the subject matter in order to comprehend its relevance to their lives. Educators should be encouraged to include contemporary materials and materials such as literature and film, in the curricula that expose students to value conflicts, and provide students with opportunities to examine, analyze, and develop an understanding of one's role in life and society.

Conclusion

"Democratic citizenship is based principally in the knowledge gained, skills practiced, values formed, and classroom-community interactions experienced in and through social studies education. . . . Social studies educators face a profound responsibility for preparing early adolescents for their future—and ours—by enhancing their ability to engage in active citizenship." (Parker, Walter and Jarolimek, John, "Citizenship and the Critical Role of the Social Studies," Bulletin Number 72 of the National Council for the Social Studies, 1984.)

The middle school social studies program fosters further skill development and engages students in the social studies to provide a critical transition from the elementary social studies to the more specialized high school offerings. Most importantly, it breathes life into the social studies by helping students analyze civic participation, critical issues, ethics and values and encouraging and providing them with the opportunity to become partners in their development.

High School Social Studies 9-12

The crucial element of any high school social studies program is that it be designed to meet the needs of all of its students and the society in which it exists. That is, it should be focused on the present and future needs of its clients within its immediate context. At the high school level, the program should be as broad and thorough as possible, with alternative and flexible paths from which individual students can shape an appropriate program.

The principal goal of any program, however, continues to be citizen education. At the high school level, just prior to completion of formal education for the majority of students, students must learn the concepts, understandings, attitudes, skills, generalizations and specific knowledge necessary for an individual to function in a positive and contributing manner in our democratic republican tradition.

As our world becomes increasingly complex, all citizens need to be well-grounded in the history of the world, the heritage of our society, the structure and functions of government, the role of law, the impact of economic and geographic factors on society, and the interactions of individuals, cultures and societies. Further, all citizens must know how to make informed decisions, to be able to communicate effectively; they must know the importance of and how to participate as a citizen.

Academic Components

The teaching of United States history and government have been the traditional focus of the

high school social studies program. These subjects are critical for citizen preparation and the teaching of these subjects should be strengthened. However, the high school social studies program must contain strong academic offerings in all of the social sciences and humanities, with history serving as the unifying force. Students cannot understand United States history and government fully without first gaining knowledge of world history and cultures, including Eastern and African traditions which are not often studied. Students must know how the collisions of cultures during the history of the world have contributed to the present world. In addition, geography, political science, law, economics, and the behavioral sciences should be interwoven into the teaching of history, and with each other, as well as taught as separate disciplines that contain a wealth of valuable information worthy of intensive study.

Beyond gaining a fuller appreciation of the past, students need to be aware of the enormous extent of global interdependence in the world at present. They need to learn how decisions made in this and other countries have influenced people in other countries and their own.

In order to accomplish this, the teaching of social studies must include learning about social and global problems. Instruction in all disciplines must provide the knowledge necessary for students to be able to conduct thorough analyses of problems. Instruction should be interactive and utilize a variety of teaching strategies, as well as relate the past with present events whenever possible. Students should gain a strong understanding of cultures and people, events and developments, philosophies and documents which have contributed to the present stage of the world's development.

Obviously, the knowledge students need to gain cannot be learned in one year. Students should be encouraged to engage in intensive study of the social studies disciplines as well as the study of world history and cultures, United States and Massachusetts history that includes teaching of recent history, and national, state and local government. It is through such a comprehensive coordinated program at the high school level that students will be best prepared for their role as citizens.

Skills Development

Students entering high school should have gained a foundation in the methods and techniques of studying social studies, an understanding of the earlier period of the United States, strong understanding of geography and should have achieved basic skill development at the ninth-grade level. Materials and instruction should be adjusted to fit the academic capabilities of students so that students of varying abilities may achieve success yet be challenged at the same time.

At the high school level, students should review, refine and expand the skills gained in the earlier grades. Skill development should emphasize such pedagogical objectives as the development of critical thinking, moral reasoning and basic skill improvement. Further, the integration of various disciplines and subject areas is a key focus for students. The relevance of math, science, English and the subject areas within the social studies as components of a prepared citizen becomes evident at the high school level. For example, chemistry is an integral part of science, but has some relevance to understanding social studies and the humanities as well. As these disciplines gel, so does the students' understanding of the interrelations of the world. In addition to the refinement of the skills introduced in the middle school section, students must gain opportunities to strengthen their interpretative skills which will prepare them for effective decision-making and encourage them to continue their education beyond formal schooling.

Attitudes

Participation in our democratic society comes from a greater understanding of the importance of an active citizenry. At the high school level especially, students must have the opportunity to engage in educational activities which will foster attitudes of responsibility, commitment to others, and interdependence of all citizens. Students should have a wide range of reading materials available, and should be required to demonstrate development through frequent free and open discussions and writing assignments including the opportunities to discuss controversial issues. Teaching techniques should foster more participatory attitudes through the use of discussion, simulations, role-playing, and field studies, as well as group and individual work.

Further, students should use high school as a testing ground for participating in citizenship activities. Student governance, peer assistance and community service are all ways that students can learn the benefits of participation by their efforts and contributions.

Students learn more from how they are taught than by what they are taught. If they understand that multicultural activities are embraced, not only in social studies classes, but in the school itself, then they will understand its importance. If they observe that constitutional rights are upheld, that teachers and students have the opportunity—and seize it—to speak out against injustice in the school and immediate community, then they will understand the concept when it is studied through the social studies program. More than at any other level, attitudes of high school students are formulated by how they live rather than what they are told. When they are allowed to practice the concepts that are contained in the social studies program both inside and outside of the classroom, then they will be

better prepared to assume the responsibilities of citizens when they graduate.

Conclusion

The scope of the social studies and the challeng of preserving our society requires that students complete no less than three years of social studies courses at the high school level to become adequately prepared as citizens. While the core requirements may vary among the schools, a minimum of three years of social studies is necessary so that students can develop an understanding of the history of the world; of the United States that includes the post-World War II period; and of government, geography, economics, behavioral sciences, and global studies. For most, this is the last opportunity to gain formal citizen education.

Social Studies Subject Areas

Behavioral Studies

Behavioral studies, which include anthropology, psychology, and sociology, provide students with actual insight into human behavior and the value of civic action and social responsibility. Students as individuals need to understand developmental issues involved in personality formation, motivation and learning to shape their own development. As members of a group, such as a classroom, students need to understand the development of social norms, what happens when norms break down, and responsible methods for questioning and redirecting norms. As members of communities, students need to understand the socialization process, the impact of media and historical development, in order to empathize with others who are in situations different from their own.

Key concepts of behavioral studies should be infused into other social studies disciplines. More in-depth knowledge of the aspects of behavioral studies can be gained only through study in specialized courses. The following sections identify the key concepts that can be integrated as well as the contents of specialized courses.

Key Concepts

To enable students to become more effective decision-makers and predictors of future trends, the following concepts need to be incorporated into the social studies program at all levels, as developmentally appropriate.

- *Social Control* The method by which a society maintains order through applications of standards such as folkways, norms and laws.
- *Life Cycle* The development of individuals from birth to death and the adaptations to their cultures that are made at different age levels.
- *Social Institutions* The relatively enduring system of relationships that preserve the social order and meet personal needs. These institutions include the family, government, economics, education, and religion.
- *Self-concept* The individual's awareness of who he/she is and the degree to which she/he values this self-perceived identity. This includes the effects of the perceptions of others that are manifested through prejudice and self-fulfilling prophecies.
- *Decision-making/Conflict Resolution* The process by which a person makes important choices, and the role psychological motivation and moral development play in this process.
- *Culture/Ethnicity* The way of life of a society. Ethnicity refers to the cultural identification based on internal origin, race and/or religion.
- *Adaptation* The ability of individuals and groups to cope through change with the physical, social, cultural, political, and economic environments with which they are faced.
- *Communication/Information Processing* The process through which facts and ideas are transmitted within a society and the manner in which individuals and groups make decisions to act on these facts and ideas. This includes the withholding of information through propaganda and censorship.
- *Interdependence* The awareness of a need to have connections between individuals, social classes, and nations for each other's benefit and/or survival.
- *Attitude Formation/Prejudice* A predisposition by individuals, groups or societies to respond in particular ways toward specific things.
- *Social Class/Mobility* The grouping of people within a society according to wealth, prestige, power and authority. Mobility refers to the ability to move up or down within the stratification of the social groups.

The concepts are best introduced through the analysis of historical events. That humans develop societies and create norms demonstrate the universality of these concepts. How these societies and norms are identified and differ helps students to understand the reasons for current issues.

Specialized Areas

Anthropology

Anthropology provides students with a sense of alternatives by providing a structure for examining the differences among people and societies at various times. It helps explain important differences in norms and values among ethnic groups in this country. It helps develop a sense of respect for customs or practices that are foreign.

Through the seeking of analogies between other customs and our own, students begin to get a new perspective on their own practices. Anthropology is essential to testing hypotheses about "human nature" since it offers a living laboratory of many cultural experiences and clues to cultures of the past. Anthropology is also ideal for learning how

the assumptions of researchers shape the reports they make about others. Studying contrasting reports about the same culture helps students understand the importance of a observer's frame of reference and teaches them to check for their own and others' underlying assumptions. Without significant input from anthropology, students will have a one-dimensional view of the world.

Core Components

Human Origins
Culture (including interactions among culture, subculture, biology, physical environment; "race"; cultural universals; cultural differences; cultural evolution, i.e., hunting/gathering, agrarian, industrial; and cross-cultural contacts.)
- *Social Organization* (including patterns of organization, i.e., division of labor, roles, status; patterns of social control; patterns of stratification; and social institutions, i.e., kinship patterns, religion, economic systems.)
- *Life Cycle*
- *Culture and Personality*
- *Culture and Thought* (including influences of culture on perception; interactions between culture and language; influences of culture on thinking patterns.)

Psychology

Psychology, as a science and profession, is based upon objective and subjective methods of inquiry. Its theories and assertions are open to question and modification in the light of new information.

Psychology should give students an opportunity to explore subjects studied by behavioral scientists, to learn how psychology is applied in solving human problems, to experiment, and to learn and evaluate methods of research. There are different approaches to teaching psychology. Some teachers emphasize the rigorous scientific content of psychology, whereas others see psychology primarily as a vehicle for educating students about themselves. Each goal is important and, with thoughtful planning, one need not exclude the other. Students should be challenged to relate psychological concepts to their lives.

Core Concepts

The following concepts should be explored during the study of psychology (adapted from *APA High School Program: Statement on the Curriculum for the High School Psychology Course* by the American Psychological Association):
- *Scientific Methods of Psychology* (including logic of science and research design; naturalistic observation; case histories; longitudinal and cross-sectional studies; and surveys, interviews, and experiments.)
- *Growth and Development* (including life span; heredity and environment; cognitive development; language development; emotional development; social development; moral development; sex-role development; and, significant others i.e., peers, family.)
- *Learning* (including classical and operant conditioning; social learning; thinking and problem-solving; memory and forgetting; intelligence; and creativity.)
- *Personality* (including personality theories; personality testing and evaluation; and self-concept and self-esteem.)
- *Mental Health and Behavioral Disorders* (including anxiety, fears, phobias; smoking, eating disorders, alcohol abuse, other drugs; stress, coping and defense mechanisms; classification and causes of disorders; and types of counseling and psychotherapies.)
- *Social Psychology* (including interpersonal relations; attitude, formation and change; conformity, obedience, and social influence; persuasion; group processes and leadership; communication and information processing; nonverbal communication; prejudice and discrimination; and social attraction.)

Sociology

By taking the structure of society for granted, students expect that the economy will function, fire-fighters will arrive when their house catches fire, courts will deal justice to those who offend them, all families will properly rear their children, store proprietors will not lie or cheat, strangers will not attack them on the street, teachers will show up for classes—in short, students expect to have enough security and certainty in many areas critical to their daily lives so that they can take them for granted and turn their attention to other matters.

Sociology is the study of why and how society works and does not work, not just in the United States today, but at all places and times.

Sociologists analyze how human societies are put together, how they have changed as they have gotten larger and more complex over human history, how these changes have affected the people who make up societies, and how contemporary American society is structured and is changing.

Core Concepts

The following concepts should be explored during a sociology course.

- *Scientific Methods of Sociology* (see Psychology)
- *Individual, Culture, and Society* (including culture; society; socialization; social interaction; social groups; deviance; and sexuality and society.)
- *Social Inequality* (including social stratification; inequalities of race and ethnicity; and inequalities of gender and age.)
- *Social Institutions* (including family; education; religion; economic order; and political order.)
- *Social Change* (including collective behavior and social movements; population and urbanization; technology; the environment; and war and peace.)

Conclusion

The behavioral studies provide students with a better understanding of themselves and others, and the world they live in. The behavioral studies analyze factors that are important to understanding how we, and others, have arrived at the present. It also offers a framework for predicting the future. Finally, the behavioral studies utilize higher-order thinking skills to grapple with complex problems. The behavioral studies provide critical information to citizens of a world which is changing rapidly.

Economics

It is impossible to separate the impact of economics from the lives of citizens. Economic factors have contributed to the development of different forms of government, informed the decisions that have changed the course of history, have shaped societies and the roles of members of societies, and have led to the discovery of new frontiers. Yet, students' understanding of economic factors is minimal.

As we enter the twenty-first century, economic factors continue to threaten the present structure of our society. Citizens are facing decisions about the best ways to ensure economic prosperity, the level of our nation's involvement in global markets, and the advisability of alternative market structures. Citizens must have an understanding of economics to become effective decision-makers and responsible participants in our democratic society.

While economics should be offered as a separate course of study, analysis of the impact of economics must be integrated into the social studies disciplines, especially at the elementary and middle school grade levels. It is more important for students to know the reasons why the Americas were discovered at the time they were than it is that they know the names of the explorers. Students need to understand the interrelationship of economic and geographic factors in the development of global areas. They need to understand the interrelationship of government and economic structures to understand the many ways each impact upon each other. Students should understand global markets, and the interdependence of the world's nations. It is only through this form of analysis that students gain a more complete awareness of the complexities of decision-making.

The following sections describe the basic economic concepts, skills and areas of analysis that should be contained within the study of economics.

Economic Education

The objective of economic education is to teach both economic analysis and economic policy.

> Economics is the study of how the goods and services we want get produced, and how they are distributed among us. This part we call economic analysis. Economics is also the study of how we can make the system of production and distribution work better. This part we call economic policy. Economic analysis is the necessary foundation for sound economic policy.[1]

The essence of economic understanding lies in being able to make sense out of the array of economic facts, events, observations, and issues that unfold, and in being able to make effective decisions about economic issues. The key elements of that understanding are:

- *Mastery of the basic concepts of economics.* Like all other disciplines, economics has its own tools of analysis and "language," and students should know these well.
- *An appreciation of how the principal concepts of economics relate to each other.* Such an appreciation enables students to deal with the complex "real world" economic problems they will face as adults.
- *Comprehension of the structure of the economy.* This comprehension should also include a knowledge of how the various components and sectors of the economy interact.
- *Knowledge about major economic concerns, both public and personal.* Such knowledge and some understanding of how public and personal economic issues relate to each other provide a basis for grasping how individual actions shape and are shaped by economic forces.
- *Exercise of a reasoned approach to economic decisions.* Economic decisions can be reached more effectively if an objective, orderly, and reasoned approach replaces emotional, unreasoned judgments.

Key Concepts and Skills

The list of concepts below focuses on the most basic among the many concepts in economics. Although all the concepts listed are basic to the attainment of economic understanding, they cannot all be treated alike in the PK-12 curriculum. Some are easier to learn because teachers can find a greater variety of concrete examples for illustrating them. Some concepts are easier to understand because their definitions do not require prior knowledge of other concepts. Consequently, these concepts can be taught with varying complexity early as well as late in the PK-12 curriculum. The reverse is also true. Certain concepts are complex and therefore cannot be taught with all their ramifications at all grade levels. Some are relatively difficult to learn because they involve grasping relationships among several concepts.

- *Fundamental Economic Concepts*
  - Scarcity
  - Opportunity Cost and Trade-offs
  - Productivity
  - Economic Systems
  - Economic Institutions and Incentives
  - Exchange, Money, and Interdependence
- *Microeconomic Concepts: How Markets Work*
  - Markets and Prices
  - Supply and Demand
  - Competition and Market Structure
  - Income Distribution
  - Market Failures
  - The Role of Government
- *Macroeconomic Concepts: The National Economy*
  - Gross National Product
  - Aggregate Supply
  - Unemployment
  - Inflation and Deflation
  - Monetary Policy: The Federal Reserve and the Money Supply
  - Fiscal Policy: Government Taxing and Spending Policy
- *International Economic Concepts*
  - Why Nations Trade: Absolute and Comparative Advantage and Barriers to Trade
  - Balance of Payments and Exchange Rates
  - International Aspects of Growth and Stability

In addition, economics teaches students the "basic" skills necessary to understand and utilize the following measurements:

- Tables
- Charts and Graphs
- Ratios and Percentages
- Percentage Changes
- Index Numbers
- Real vs. Nominal Values
- Averages and Distributions Around the Average

Evaluating Economic Performance and Policies

A key element in economic understanding is the ability to make effective decisions about economic issues. Economic decisions, however, are not made in a vacuum. Rather they are made in the light of a set of goals, which often differ from one society to another as well as among groups and individuals within societies.

Economic Goals

The broad social goals that relate to economics and which are given considerable importance in current American society are economic freedom, economic efficiency, economic equity, economic security, economic stability (full employment and the absence of inflation) and economic growth. These goals and the importance attached to each of them guide members of our society in decision-making. These goals provide targets and a sense of direction in formulating the means for teaching these targets.

These goals can also be thought of as criteria for evaluating the performance of the economic system (or parts of the system) and for examining the usefulness of new, as well as existing programs. Some of the goals, such as freedom or equity, are difficult to present in quantitative form. Others, such as full employment or price stability, can be articulated as numerical targets.

These broad social goals are not immutable. Students need to understand that economic conditions change and as social patterns shift, goals are constantly being rethought and sometimes redefined. Not only do broad social goals change, but the relative importance attached to these goals also shifts from time to time. When inflation is rampant, for example, concern about unemployment tends to decline; when equity considerations become uppermost in people's minds, concern about economic efficiency lessens; when environmental concerns increase, the emphasis on economic growth tends to diminish.

The idea of self-interest differs from the goals discussed above. Self-interest reflects the concern of individuals for their own well-being and personal values, whereas the other goals reflect broader social concerns. The achievement of social goals often comes at the expense of particular individuals or groups. The individuals or groups adversely affected may well oppose steps to achieve the goals. This means that the positions people ultimately take on economic issues will be affected by their own self-interest as well as by the weight they put on broad social goals. It is important to try to separate these two types of goals in order to understand why people ultimately reach the decisions they do on economic issues.

Any particular economic goal must be viewed as one of several goals individuals and societies try to reach, and trade-offs are inherent in pursuing multiple goals. Economic analysis seeks to inform people about what they must give up with respect to one goal as they consider the gains from attaining another. Such analysis helps people make

more intelligent decisions by clarifying the nature of the trade-offs among various goals.

Conclusion

Economic understanding needs to be integrated into social studies disciplines so that students understand that almost all decisions made have an economic consequence. As resources become more scarce and the economic impact of decisions becomes more immediate, citizens must be shown how to conduct economic analysis to gain the information they need to address the complex problems they will continue to face.

Geography

A sound geographic education provides students with the perspectives, information, concepts and skills to understand themselves, their relationship to the earth and their interdependence with other peoples of the world. It reinforces and extends the processes of critical thinking and problem-solving that are applicable to all parts of the curriculum. Students must know WHERE and WHY events are occurring if they hope to apply intelligence and moral sensitivity toward improving the quality of human life on this planet.

As a subject of study in schools and as a scientific mode of inquiry, geography provides an effective method for asking questions about places on the earth and the relationships of these places with the people who live in them. It involves a pattern of inquiry that begins with two essential questions: WHY are such things located in those particular places and HOW do those particular places influence our lives? These two essential questions lead students to understand how and why the world in which they live can support them now and in the future.

Key Concepts and Skills

The first task in geography is to locate places, describing and explaining their physical (natural) and human characteristics. Geographic inquiry continues by exploring the relationships that develop as people respond to and shape their physical and cultural environments. This permits students to compare, contrast, and comprehend the regions of the world with their various physical and human features and patterns. This knowledge helps people attempt to manage the world's resources and to analyze a host of other significant problems in terms of the SPACES they occupy and how these spaces interact with each other on the earth's surface. In approaching problems, geography examines regions locally nationally and globally. With such regional knowledge, students' appreciation of cultural and environmental diversity is enhanced, and they gain significant perspectives on human activities.

The major concepts studied in geography can best be described as they relate to geography's five major themes.

- *Location: Position on the earth's surface.* "Absolute location" fixes points on the earth using a latitude and longitude grid system. "Relative location" describes locations and their characteristics as a key aspect of understanding interdependence on local, regional, national and global scales.
- *Place: Physical and human characteristics.* All places on earth have distinctive tangible and intangible characteristics that give them meaning and character and distinguish them from other places. Places are generally described by their physical or human characteristics. "Physical characteristics" derive from the geological, hydrological, atmospheric and biological processes that produce landforms, water bodies, climate, soils, natural vegetation, and animal life. "Human characteristics" are the human ideas and actions that shape the character of places. One place can be distinguished from another by the ideologies and philosophical or religious tenets of people who live there, by their languages, and by their forms of economic, social, and political organization.
- *Relationship Within Places: Humans and Environments.* All places on earth have advantages and disadvantages for human settlement. People continue to modify or adapt to natural settings in ways that reveal their cultural values, economic and political circumstances, and technological abilities. Geography focuses on understanding how such human-environment relationships develop and what their consequences are, for people and for the environment. Studying geography furthers our appreciation of the natural environment and of our cultural heritage.
- *Movement: Human Interacting on the Earth.* Human beings occupy places unevenly across the face of the earth. Yet these people interact with each other: that is, they travel from one place to another, they communicate with each other or they rely upon products, information, and ideas that come from beyond their immediate environment. Geography helps to explain the varied patterns of movements of people, ideas, and materials. Geography also examines geographical and societal changes that occur as transportation and communication technologies change.
- *Regions: How They Form and Change.* The basic unit of geographic study is the region, an area that displays unity in terms of selected criteria.

Regions may be defined by one characteristic such as a government unit, a language group, or a landform type or they may demonstrate an interplay of many complex features. Regions perform a multitude of functions in geographic education. They define both convenient and manageable units upon which to build student knowledge of the world. They provide a context for studying current events. Students may view regions as an intermediate step between their knowledge of local places and their knowledge of the entire planet. Eventually regions help students to see the earth as an integrated system of places that they can comprehend as a planetary ecosystem.

While focusing on these five concepts, the study of geography:

- teaches students to read, interpret and make maps as skills integral to acquiring geographic knowledge;
- introduces and develops the concept of scale as a way of distinguishing different levels of generalization, organizes quantitative and qualitative data into meaningful units (regions) for analysis and generalization, and develops hypotheses about areas;
- requires gathering supporting evidence to identify problems and offer solutions;
- suggests alternatives for future human settlements on earth within the context of a variety of value and environmental systems;
- demonstrates through the use of maps the identification, definition, and interpretation of both simple and complex physical and human patterns on the earth's surface at a variety of scales;
- develops powers of observation in field work to record and organize complex phenomena; and
- most importantly, provides a physical and human context for understanding the complex interrelationships among regions of the earth.

Conclusion

Geography belongs in every grade level of the curriculum. Ideally it should be also offered as a separate subject. Its unique perspectives and skills gained from its five fundamental themes (Location, Place, Relationships Within Places, Movement, and Regions) can clarify knowledge about the earth and its peoples, enrich the social sciences, history, and the humanities, and provide a special dimension to the physical sciences.

Global Studies

Our nation's role in the world has placed an increasing demand upon all of our citizens to gain broader understandings of the current world situation. Citizens need to recognize how the actions of the United States and those of other nations impact the lives of the global citizenry. Concerns that have global impact include the economy, the environment, conflict and deterrants to conflict, and technology. Actions by one nation in any of these areas have both an immediate and long-term impact upon other nations. Active citizens need to understand the ramifications of the actions by nations in order to best evaluate national and international policies.

Global studies may be defined as comparative study of the systems of human societies. This study recognizes that all human beings are members of a single species that shares a common biological nature, common ways of adapting to the natural environment, common biological and psychological needs and common social problems. Global studies attempts to analyze how these commonalities interact, and how the collisions of cultures effect the world. More than any other social studies subject area, global studies is taught most effectively when it is incorporated as a clear theme into other social studies subject areas. However, aspects of global studies, such as international relations or United States/Soviet relations, are sometimes taught as separate courses that build upon and complement the material presented in other courses such as world and United States history and geography.

Elements of global studies extend beyond the social studies. Instruction in foreign languages and cultures are key elements in students' understanding of other nations. Exploration and comparison of the literature and music of other cultures to those of our nation is critical to developing a greater awareness of the differences and similarities of global citizens. Similarly, students need to develop a recognition, tolerance and appreciation for the multicultural richness of the people of our nation. Finally, students must gain an appreciation of themselves as cultural beings. Without these elements, students will not have achieved an adequate foundation to be able to interact with people beyond our nation's borders.

Key Concepts and Skills

A comprehensive PK-12 social studies program should assure that students gain:

- An awareness of the types of structures that societies establish in order to accomplish their goals (e.g., family structures, economic structures; political structures; religious structures and educational structures).
- An understanding of how family, economic, political, religious, and educational structures differ (e.g., nuclear and extended families; barter and monetary economics; authoritarian and democratic governments; monotheistic and

polytheistic religions; formal and informal learning).

- An understanding of the types of intergroup conflict (e.g., wars, riots, strikes, boycotts, demonstrations).
- An understanding of types of intergroup conflict resolution methods (e.g., bargaining, mediation, conquest, judicial decisions, subjugation).
- Knowledge of the variety of ways that people of the world are related and interconnected including:
  ecologically (e.g., sharing and conserving natural resources)
  economically (e.g., imports and exports; multinational corporations; international monetary system; economic alliances)
  politically (e.g., shared ideologies; international organizations; international laws and agreements; treaties and alliances)
  socially (e.g., personal, language, educational, religious, ethnic ties)
  technologically (e.g., new communication systems; space exploration; knowledge sharing; computer use)
  historically (e.g., movement of peoples; sharing of traditions and/or experiences).
- Knowledge of common concerns of people around the world (e.g., food production; population; disease; racism; resource use; environment; conflict and violences; cultural diversity).
- An understanding of the possible world-wide effects of decisions made by individuals, communities and nations (e.g., effects of domestic and foreign policy decisions, consumer boycotts, pollution, the use of pesticides).
- An awareness of statements of basic human rights found in documents such as constitutions, declarations, treaties, and oral traditions; the differences in the concepts of human rights in various parts of the world; and the differences between stated and actual human rights in various parts of the world.

In addition to the capacity to speak a language other than English, a strong foundation in geography, an appreciation for the diversity of people, and knowledge of the operation of the ecology, students should gain skills in creating, analyzing, evaluating and communicating alternative futures for the world (e.g., predicting what future value systems or lifestyles may be like; predicting the form of future economic, political or social orders; predicting the uses of technology in the future; projecting current trends into the future.)

Conclusion

The future of our nation may depend on its successful role as a global partner. Citizens will be required to make decisions about the most effective policies to address common global needs. Gaining an awareness and appreciation for other nations, and the analytical skills required to make informed decisions, will assist students in making critical decisions.

Government and Law

One of the major goals of citizen education is to enable students to become active participants in the democratic process. Central to this objective is the development of students' knowledge of the structure and functions of government at all levels, and an understanding of the concept of law.

However, students who only acquire knowledge about government and law, no matter how profound their understanding, may know how a democratic society is supposed to function, but may not have any commitment to facilitate its operation. Therefore, the goal and method of the study of government and law must be the same, one of participation. Equally important to the development of knowledge is the development of attitudes and the attainment of skills that will provide the need for active citizen involvement, and will encourage participation by engaging students in educational activities that are participatory and involve community resources.

Following is a description of the knowledge, attitudes and skills that are key components of the study of government and law. The specifics listed under these components can and should be integrated into other social studies diciplines and addressed at all levels, with more diversity of content at the middle and high school levels.

Key Concepts

Knowledge

Students need to acquire a knowledge base that is philosophical as well as historical. It should include the following:

- The foundational theories of government.
- The fundamental principles of constitutional democracy.
- Basic principles underlying the United States Constitution such as separation of powers as realized by the structure and processes of the branches of government.
- The Bill of Rights and the duties and responsibilities of all citizens in order to ensure the protection of these rights.
- The Federal system of government.
- The Massachusetts Constitution and an appreciation of the impact of this constitution upon the development of the United States Constitution.

- The citizen's use of the legislative process to work toward changing an idea into a legal mandate.
- The election and selection of government officials.
- The purpose and function of government and law in all societies, and in particular, the ways that government and law serves the people in a democratic society.
- The origin of the United States legal system and a general understanding of its historical development.
- The basic legal premises underlying the United States legal system including the following:
  The law reflects, or mirrors society, but at the same time the law affects and changes society.
  Law is not the same as justice. It is intended to be a means to justice.
  Law is both stable and changing.
  Law protects individual freedom and, at the same time, it takes away or limits freedom.
  Law is independent of individuals but laws are legislated, enforced and adjudicated by people.
  Voluntary compliance is an essential underpinning of the United States legal system.
  Justice is dependent on the application of due process of law and the function of courts at state and federal levels.
  Different governing systems exist in the world, all which have some similarities as well as differences from that of the United States.

Human Interaction

- Belief in the importance of the consent of the governed and a belief in the interdependence of people.
- Commitment to conflict resolution using the necessary tools of diplomacy and negotiations.
- Belief in the value of both cooperative effort and competitive argument.
- Respect for the law and a commitment to work to change unjust laws.

Skill Development

While the skills listed below are relevant to all areas of social studies, the study of government and law provides an unique context for the development of these skills. These skills focus on both critical and creative thinking skills and include:

- Identification of social and individual values and their potential for congruence or conflict.
- Ability to identify and assess issues in real and hypothetical cases.
- Ability to assess information and determine its validity and applicability to a particular case or situation.
- Ability to identify cause/effect relationships including an understanding of the relationship between an act and its consequences.
- Ability to make connections between current events and issues relevant to their own lives.
- Ability to think divergently and convergently.
- Skill building, including vocabulary, organizational, and public speaking skills, are integral parts of the teaching of government and law.

Attitudes

The study of government and law also provides an unique opportunity to develop multicultural awareness and understanding of the needs of our multicultural society. Students can use the study of government and law as the context for exploring individual differences which may be protected in larger society.

In order to develop attitudes which result in greater tolerance and respect for individual differences, students must develop the ability to take different perspectives. This includes the ability to use intellectual tools, to understand the significance of history, and the importance of human interaction. They should develop a healthy skepticism toward facts and knowledge. Critical attitudes students need to develop include:

- An open attitude for new information, the ability to adapt a previously held position or opinion, and a willingness to live with ambiguity and unanswered questions.
- Respect for opposing viewpoints and a belief in the importance of taking a stand on an issue or belief.
- Respect for minority and majority opinion and for the individuals who express viewpoints regardless of race, ethnic origin, religion, social class, gender or age.
- Both historical and futuristic perspectives that include a sense of chronology and the importance of prediction.

Conclusion

Knowledge and attitudes of students need to be developed simultaneously to reach the goal of promoting active citizen participation. Teachers need to teach government and law by using strategies that are participatory and assure that students are more than passive recipients of information. These strategies include role play, simulations, debates, and field studies. Further, students must be encouraged, and opportunities must be afforded them within the school community and in the larger community, to engage in participatory activities which contribute to society. These activities are varied, but include participation in internships with governmental officials, student leadership programs, and community service programs. Through participatory learning activities and "real" opportunities to participate in the school and general community, students may learn the value and benefits of citizen participation.

United States History

To be active citizens, students need a firm understanding of our nation's history including its origin, its development, its present and the options it faces to ensure its future survival. The importance of United States history is acknowledged in that it is the only academic course mandated by Massachusetts law. Since all elementary and secondary students must complete a course in United States history, these courses must be designed to accommodate student learning styles. United States history has served to link all social studies areas. United States history courses introduce and build upon the other social studies subject areas and demonstrate the importance and relevance of developing such skills as map and graph reading, critical thinking and research and study skills.

In order to effectively address the increasing complexities facing the teaching of United States history and to develop active citizens, teachers must abandon the widespread reliance upon the textbook, which is limiting and restrictive, as the sole source of information. As our nation develops, our knowledge about it increases, and the significance of issues shift. This requires educators to develop curriculum to respond to current concerns and current scholarship. Teachers must respond to the often overwhelming demand to teach the "basics" such as reading and writing skills, at one level, and to develop complex learning activities such as computer simulations and field studies at another level.

A one-year survey course in United States history which is intended to cover the processes and functions of government is limiting to both. While the teaching of government and law are an integral part of United States history, adequate time should be dedicated to both areas. The following includes some elements that address government specifically, and is intended to supplement the government and law section.

Key Principles

The following principles serve as some of the key elements that should be addressed in all United States history curricula:

- United States history should be guided by a well-developed curriculum that covers grades PK-12. Whether thematic or chronological, the curriculum should encourage the application of previously acquired knowledge, concepts and skills.
- United States history should be taught as a multi-disciplinary curriculum. United States history, if studied in isolation of other subject areas, becomes an exercise in memorization of events rather than a exploration of why and how events occurred.
- The flow of United States history should be taught as an experiment in democracy which, though sometimes flawed, has continued to struggle for higher standards for its people.
- The current reliance on textbook interpretation of United States history is damaging to the development of an analytical citizenry. United States history should be taught, as much as possible, from primary source materials and students should be encouraged to think and write critically about the interpretation, and importance, of these materials. Adequate time should be given to the study of key documents such as the Declaration of Independence, the Federalist Papers, and the Constitution, including the Bill of Rights and subsequent amendments.
- United States history must be interwoven with the teaching of Massachusetts and local history at all levels. A focus on state and local events allows students to make sense of larger events. In addition, students need to understand the separate and overlapping responsibilities of national, state and local governments and laws. This will encourage the utilization of local and area resources.
- United States history should be taught in a way that provides students with a feeling of kinship with all other Americans since they have the same national heritage.
- United States history can show that individuals do have an impact on our nation through their decisions and actions, and that much of United States history has yet to be lived or written.
- United States history can be taught in ways that demonstrate that our nation's successes, in every period of time, are due to the contributions of numerous people of both sexes, of many races and ethnic groups, and various age groups.
- Students should learn not to pass quick judgments on acts of the past, but to try to understand that there were various alternatives to the action chosen during a period of crisis, and there were reasons why people may have chosen to act the ways they did.
- Students must understand the democratic features of our government at work in our history. For example, it is important that students realize that American political processes, such as elections, are not altered or postponed because of national or international emergencies, that there is a continuity and a publicized timetable which remains unaffected by current events.
- The teaching of United States history should be done in a global context. The development of the United States did not occur in a vacuum. The actions of the United States had and have an impact upon other nations, just as the actions of other nations had and have an impact upon the United States. Students should be exposed to sample writings from other nations that

demonstrate the different interpretations of events.

- Students should realize that the writing of history changes as the state of knowledge, the values and attitudes of people change.
- Through United States history, students are exposed to the complexity of history. They realize that there is no one answer to a problem, but recognize the existence of various options to be analyzed in the process of determining the best alternative.
- Students should be taught to question their sources of information and to exercise critical thinking skills when studying events in United States history.
- Students should be shown that the review of past events has a relevance to current events. They can not understand fully the present situation without understanding the historical factors that have contributed to the situation.
- Students should be taught that people in all periods of United States history share common experiences, but that different environments also produce different responses to seemingly similar conditions.
- Students should learn the vocabulary necessary to understand the events of other time periods such as "Manifest Destiny" or "peculiar institution."
- The teaching of United States history should be a blend of social, political, military and economic history and should encompass all other social studies subject areas.
- At the elementary level, the teaching of United States history must include participation in symbolic rituals, while focusing on increasing the student's understanding of the meaning of these rituals. Symbols and rituals must be chosen to reflect our nation's diversity.
- Students must understand the following non-governmental institutions and organizations, their role in United States history and their relationship to the rights and responsibilities of citizens: the family, religious institutions, labor unions, business, schools, colleges, media, special interest groups, science and technology.

Skill Development

The following skills should be taught as an essential part of the United States history:

- *Reading skills* (including context clues; how to use a textbook; how to distinguish primary from secondary sources; fact from opinion; cause and effect; generalizing; and cataloguing.)
- *Critical thinking skills*
- *Map skills* (including using an atlas; locating sites using latitude and longitude or coordinates; scale; and producing an accurate map of an event in history.)
- *Writing skills* (including a coherent, well-developed essay that answers a specific essay question; and a term paper which attempts to prove the issue presented in a thesis statement with full documentation in an acceptable research format.)
- *Research skills* (including using a library; producing bibliography and note cards which are accurate and complete in information; and choosing the most suitable evidence for their topic.)

Conclusion

The teaching of United States history provides the basis for preparation of an active citizenry. Successful completion of the United States history requirement by all students, and adequate time to address the material, which may be either three semesters or two years at the high school level, should be the goal of each school district. Teachers should be supported and encouraged to design curricula that breaks the reliance on lecture and textbook analysis of events. The integration of United States history with the study of Massachusetts and local history, government, and law is necessary. To accomplish this, future and present social studies teachers should be trained in these areas. Finally, United States history should introduce and build upon other social studies subject areas and be designed with activities that stimulate the interest of students to study the areas in greater depth.

World History

A foundation in world history is essential for every citizen. To understand their own heritage and an increasingly interdependent world, students must understand the world that they live in, and other peoples, nations and times. World history provides an appreciation for the world's heritage, a sympathy for human experience through history, and an understanding of how the peoples of the world arrived at their present state. Students should learn enough about the history of the world to be able to relate to books that they read, and the theatre, art and literature that they see to a particular time and place in history.

Through world history, students gain a process for thinking connectedly about people and change, and an understanding of people whose experiences are different from their own. The development of western and non-western societies can be explored in a way that demonstrates the impact of each upon each other and upon the development of American society. Stories of world history should be analyzed and applied to the present by using critical thinking

skills to develop alternative solutions to reoccuring problems.

Key Concepts and Skills

As part of general knowledge, students should learn that peoples and civilizations have always been interdependent; exchanging products, skills, and ideas. Beginning with early farmers, merchants, and soldiers who linked farm villages to cities, and expanding to the network which connected eastern and western hemispheres, it becomes certain that people cannot live in an isolated state, but rather are each part of a global community. Knowledge about that community thus becomes a powerful tool for understanding the causes and effects of present and future events.

The content of a world history program should include the following eras/civilizations, while making connection and comparisons among them whenever possible and relevant: prehistory and cradles of civilization, classical civilizations (Greece, China, Rome, India), Middle Ages (in Europe, Africa, Asia, Precolombian Americas), Renaissance and Reformation, nationalism and imperialism, age of world conflict, and contemporary world issues.

The study of world history should enable students to develop:

- An understanding and appreciation of people as individuals and social beings and a respect for the whole of human experiences, including both the successes and the failures.
- An ability to relate, with general historical perspective, reasons for the rise and fall of specific major civilizations.
- An understanding that the forces of conflict and change have been important factors throughout human history, and continue to be major features of the contemporary world scene.
- An ability to explain current national and international issues in terms of their historical roots.
- A "mental world map" for use in making connections about past and present events.
- An awareness of the universals found within all cultures, i.e., social organizations, economic systems, communication, the arts, and belief/value systems.
- A foundation in major world religions and belief systems in order to relate the impact of belief systems upon lifestyles and values.
- An understanding of the lifestyle of the "man in the street" as well as historical VIP's, and the role of and impact upon the general populace in historical eras and events.
- An appreciation of how and why values and traditions differ among various groups.
- A recognition that there exists an interconnection between one's own life and one's society, with major global concerns, such as the environment, resources, and human rights.
- An appreciation that each individual is both a "cultural borrower" from and a "cultural depositor" to the common bank of human experience.
- A balance of eastern and western history, cultures, and value systems, with a requirement to assess positive and negative influences in both, and a recognition/evaluation of the contributions of past civilizations to our own.
- A global perspective on the forces and movements that have made the past continuous with and relevant to the present.
- A recognition that recorded history is the result of interpretation by individuals, is tentative in nature, and should be examined for historical and cultural bias.

Students should gain and utilize the skills necessary to:

- Retain and apply a concept of global chronology which requires students to look at specific time periods with a world view and to understand simultaneous historical trends.
- Apply geographic knowledge, and explain "geographic determination" and its impact upon history.
- Link and connect historical events to each other, and analyze and interpret historical trends.

The study of world history should be approached in a way that students have continuous opportunities to research and discuss points of view about the same events/trends in history and interpret and draw conclusions based on evaluation of evidence. The opportunities should be experiential in order to enable students to empathize with historical decisions, events, and leaders and be supported by materials which provide differing views from historians about the same event.

Finally, the study of world history at the elementary and secondary levels is only a beginning. No matter how much time is allotted to the study of world history, students can only begin to explore the past. Therefore, the study of world history, like the other social studies subject areas, must create a desire within the student to explore and study independently, along with the realization that learning is a life-long experience.

Conclusion

World history should teach students to respect all the world's people, to be not only tolerant, but curious about other peoples' ways of life. In the context of world history, students will realize that the growth of American democratic ideals is a very special and unusual happening. Above all, students should recognize that they themselves are characters in the drama of human history with an important role to play.

Effective Teaching Strategies

Teaching Strategies

The members of the task force share a common concern that the teaching of social studies relies too heavily on the use of lectures and textbook interpretation. Students who are encouraged to accept the interpretations of others as fact will not be prepared to analyze the reporting of events by the news media or governmental officials. In order to prepare students to assume their roles as citizens, the social studies must be taught in ways that stimulate student interest and engage students to think about the content of the course.

The following are a few teaching strategies which have been proven successful and which may be utilized by teachers of any social studies subject area.

- *Arts.* The Arts are the human artistic endeavors of varying cultures at different time periods. These include art (e.g. paintings, sculptures, architecture, mosaics, pottery), music (including lyrics, compositions, instrumentation), folklore, and the performing arts (e.g., song, mime, dance, oratory, and drama).

  The Arts provide "real life" resources for the social studies. In many cultures and at different times, common people best expressed their fears, concerns, joys and accomplishments through their Arts. The study of history and cultures would be incomplete without an analysis of the various forms of expression that were popular at different times. Students should be encouraged to consider how present cultures use various art forms to represent their ideas. The Arts provide unique and enjoyable opportunities for students to practice inquiry, investigation, exploration and dialogue and to express themselves in ways other than in writing.
- *Case Study.* In this approach, students examine information about a real or hypothetical case and apply a series of questions for analysis to bring out the facts, issues and the decisions that were made.

  The use of case studies enables students to research an event in greater depth, strengthens analytical skills, and engages students in the material. Analyzing the response of President Kennedy during the Cuban Missile crisis, the events of the Boston Tea Party, a legal case, or an economic policy decision provide opportunities for students to understand that "real people" make decisions on the best available information at a given point in time.
- *Community Resources.* Each community has its own special history and resources that can be utilized to assist students in understanding various components of the social studies program. These resources, some of which are more fully described in the following sections, vary among communities. In some, the architecture of the homes provide a rich source of information about periods of United States history. In others, the resources of the historical society contain interesting insights into the lives of common citizens. The topography provides information about the ways people settle in communities. In all communities, the operation of local government provides a learning opportunity.

  The resources of the community may be utilized to demonstrate to students that the social studies have an immediate impact upon their lives, and that to be able to understand their immediate world, they must have a strong social studies background. Often, by understanding the connection of the content of social studies and their community, students are better able to move along the continuum to a greater understanding of the state, nation and the world and their place in it.
- *Community Service.* Young people help others in many ways. Students serve as peer educators, as student leaders, as contributors to the community. However, few schools offer a structured community service program, one that requires all students to make a contribution to the school or larger community prior to graduation.

  Students benefit from community service. Community service builds self-esteem and self-confidence, and instills commitment to our democratic tradition and an appreciation for the value and rewards of civic participation. Society benefits when the level of helping and caring is increased in the community.
- *Computers.* The use of computers and computer simulations is becoming more widespread each year. Computer simulations exist for components of almost all of the social studies areas.

  Computer programs exist which enable students to conduct analysis of important social studies issues. Students should have the opportunity to evaluate data bases, and to analyze statistical data from various sources, so to be able to make predictions of the future. Economic, environmental and social analysis should be required components of student performance, particularly at the secondary level.
- *Critical Thinking.* Critical thinking is the process of questioning and evaluating claims or beliefs, both those of others and those students hold themselves. It is what is involved when they ask, "Why should I believe that?" "Where did you get that idea from?"

  Teachers can promote critical thinking by getting away from single textbook instruction and multiple choice testing, which convey the

mistaken notion that memory work, not thinking, is the key to understanding the content contained in the social studies. The use of multiple texts, multiple viewpoints and essay tests will help students recognize that historians, social scientists, and their peers disagree on many topics. They will recognize the complex nature of issues in social studies and thus the need for critical thinking skills in sorting these issues out.

In-depth coverage of fewer topics, rather than broad survey coverage of many topics, is needed to promote critical thinking. Strategies such as case studies, debates, role play, and guest speakers set the stage for critical thinking. However, follow-up analysis of specific claims is essential to the development of critical thinking skills such as: evaluating sources of information, assessing cause and effect, evaluating analogies, judging generalizations, recognizing values and identifying unstated assumptions.

- *ERIC.* The Educational Resource Information Center provides information about teaching and specific social studies subject areas. Resources are produced on microfiche and are available at resource libraries, particularly those at colleges and universities. Studies published by ERIC include review of the literature on teaching styles, advice on motivating students, and review of textbooks and curriculum materials.

  While much of the volumes of information contained in ERIC may not be of immediate value to teachers, individual reports contained in the ERIC files have large amounts of current information and place it in a brief and readable form. ERIC provides a valuable resource to teachers searching for current information on various topics.
- *Field Studies/Site Visits.* The ability of school systems to allow teachers to lead students in field study has decreased since the onset of the fiscal restraints of Proposition 2½. However, opportunities to visit courts, the legislature in session, or museums, or to participate in archeological digs or data-gathering activities for a local history project, provide the most engaging and stimulating of learning experiences for students. These opportunities encourage further exploration into the larger classroom of the world. Some material can be learned or appreciated only by allowing students to experience it. These experiences which occur outside the classroom must be designed with the same attention dedicated to classroom activities. Students need to understand that the content of the outside learning experience is relevant to the classroom curriculum material.
- *Film/Video Viewing and Production.* Slides, films, videotapes and other media have been used by social studies teachers for some time. Students have used video equipment to create their own productions for reports or to supplement existing curriculum material.

  Some students are visual learners. In an age of increasing access to video materials, teachers have a wealth of resources that were unavailable or too expensive in the recent past. Films and documentaries, particularly those produced by other nations or cultures are able to engage students in material in a way similar to field study. Allowing students to complete assignments by using video productions as well as writing may stimulate student interest. Like field study, the use of media should be designed so that students are aware of its relevance to the existing curriculum materials.
- *Group Work/Cooperative Learning.* Classroom learning can be designed so that students are able to work together toward a shared goal. Use of teams of two, three or four students to conduct a research assignment is common practice. However, the use of group work/cooperative learning may be expanded to complete other assignments.

  By participating in groups, students learn from each other's interpretation of material, and are able to understand and address more material than can be addressed on their own. Further, and more importantly, students learn to interact with and depend upon others to achieve shared goals. Providing opportunities for group work/cooperative learning regularly, while rotating the membership of groups, enhances student ability to made decisions, and allows students to understand and appreciate the diversity of their classmates.
- *Guest Speakers.* Individuals from the community, from various organizations and professions, and from government, as well as parents and grandparents, provide interesting insight into the material studied by students. Many schools have created networks of individuals who are willing to volunteer their time to make presentations to groups of students during school hours.

  Students need to recognize that "real people" are affected by the social studies. Continuous contact with people who come from different walks of life demystifies the outside world, and stimulates student interest in studying the subject matter. For example, by asking members of the town's government to visit social studies classes to discuss their responsibilities and how they became involved in town government, students learn that their neighbors have taken an interest in the future success of their community. Providing access to speakers may be the only contact some students have with people who have lived through a period of history, have experiences or employment in an area that is uncommon, or are active in the process that makes decisions that affect them.

- *Independent Study.* Teachers create and encourage student interest in a specific area of study by providing independent study opportunites. Students work with teachers to identify a topic, develop an outline, and identify reference materials. Students present oral, written, video or art-related reports to their classmates.

  Since students best learn and test differently, they benefit from a variety of learning and evaluation strategies. Independent study allows students some flexibility in both selecting and presenting information. Teachers may use the opportunity of independent study to stimulate student interest in a discipline, strengthen student research and presentations skills, and provide peer education. Materials created by students may be used to supplement teaching materials in future years.
- *Law-Related Education Programs.* The judiciary and the organized bar offer unique opportunities to educators by providing law-related education programs for students, professional development conferences, law-related curriculum materials, and their institutional support. Partnerships between district courts and schools, as well as lawyers and teachers, combine law-related subject matter and people with school-based educational expertise as a permanent component of the curriculum.

  Integrating law-related materials and community resources have a positive impact on students' attitudes. Key to the success of any law-related education program are six components:adequate preparation and use of outside resource persons; provision of sufficient quantity and quality of instruction; judicious selection and presentation of illustrative case materials; teaching strategies that foster true interaction and joint work among students; active involvement of building administrators, and availability and use by teachers of professional peer support. Through visits to the courts and other law-related institutions, students are exposed to the Constitution in action: the realities of due process of law; the realities and consequences of anti-social behavior; and power of constructive involvement in the legal system. Through law-related programs, students are also actively engaged in learning about their rights and responsibilities. Moreover, in-service training offered to teachers enhances their skills, knowledge and their ability to utilize law-related community resources for their school and their students.
- *Museums/Cultural Institutions.* There are innumerable museums and cultural institutions in the Northeast which offer resources useful to social studies teachers. These resources include information, graphics, documents, classroom materials packets, kits, artifacts, reproductions, audio-visual materials, field study sites, resource personnel, programs, teacher training and outreach services.

  Making use of museum and cultural institution resources motivates student participation in the social studies, extends the information provided during classroom instruction, and often provides unique research opportunities. In addition to class field study programs, teachers may encourage individual students to visit museums and cultural institutions outside of class time with an adult for a specific purpose that is related to the subject matter of the class. Teachers, by using curriculum packets prepared by these institutions or themselves, can focus the attention of students onto an aspect of the institution. By gaining familiarity with an institution through a structured learning activity, students may be stimulated to visit for their personal development and enjoyment.
- *Newspapers.* Many newspapers (and some weekly news magazines) offer classroom sets of their daily newspapers for use by teachers and students as well as suggestions for using the newspaper as a teaching tool.

  History is made every day, and most people learn about daily events through the electronic and print media. Newspapers, or other media, supplement the content of courses and offer teachers an opportunity to introduce more distant history through current events. For example, current reports of presidential decisions may spark further exploration of the use of the presidency at different times. Also, reports about the current concerns of common people may stimulate student interest in exploring the past concerns of common people. Further, the structured analysis of news reports in social studies classes enable students to gain the skills necessary to place these reports in their proper perspective, and to make fully informed decisions about the issues that they will face.
- *Novels/Literature.* Novels and literature have been used successfully to supplement the teaching of social studies. This strategy includes descriptions of travel, semi-fictitious accounts of past events, and the use of poetic accounts.

  Novels are a simple and enjoyable tool for teaching about past time periods. Novelists can recreate past lifestyles, describing living conditions and historical events in the context of a story that provides students with social history. In other instances, the purpose for reading a novel may be less for the story than for the message offered by the author. Reading *Uncle Tom's Cabin* reveals much about Harriet B. Stowe, just as the *Crucible* provides insights into the 1950s.

- *Oral history.* The recorded impressions of people who witnessed an event or who can recall the impact of past events are referred to as oral history. Oral history projects usually focus on the personal accounts of people with whom the student has had previous contact such as family members or neighbors.

  Everyone has a story to tell and it is through the recording of these stories that students are encouraged to personalize history. Through recording the accounts of a grandparent who emigrated to America or settled in a particular area, students can understand that history is a collection of accounts of events that happened to "real people." Further, oral history projects develop a sense of community among students. Students' self-esteem is strengthened when they realize that they are a part of a family or community that has a past and a future. Also, oral history provides students with the opportunity to develop a research design and to conduct research which has direct relevance to their lives and is enjoyable and enlightening.
- *Peer Teaching.* Students have been given increasing opportunities to teach their peers through peer counseling, classroom instruction and tutoring. High school students have worked with elementary and middle school students successfully. Also, students have led classroom discussion or made presentations about their personal interests which are related to a course's subject matter.

  Research has shown that students learn well from each other, and students who are peer educators benefit as much or more than their peer learners from peer teaching opportunities. Students gain a greater sense of self-esteem as well as a greater command of the subject matter from peer teaching. This strategy may be an element of several teaching strategies including group work, independent study and community service. The intensive engagement in the subject matter that is required for peer teaching stimulates student interest in the subject matter.
- *Primary Source Materials.* Teaching through analysis of primary source materials rather than someone's interpretation of the materials provides an approach to social studies instruction that is challenging to both teachers and students. To be successful, teachers select materials that focus thought on major moral, social, and/or philosophical issues related to the subject, and teach the course in a way that students are not given answers but are led to read texts closely and to develop their own responses to problems raised in the documents. The wealth of primary source materials allows teachers to select documents that are appropriate to the different levels of student ability.

  The use of primary source materials strengthens the student's ability to think critically, understanding that the documents are open to interpretation and reinterpretation by people at different times. Also, using primary source materials fosters an appreciation for the document. Students gain a personal appreciation for documents as they develop their own interpretation of the meaning of the document and defend their interpretation against the interpretations of others. While using primary source materials requires students to gain a new set of skills, careful consideration of short documents allows students to think critically about the intent of the author and the impact of the contents of documents on their lives.
- *Simulations/Games.* Simulations are structured activities that are set up to approximate real-life conditions. Students are usually involved in problem solving and role-playing activities.

  This strategy enables students to practice a role without risk. This is used most effectively when students may be taught a process as well as how people interact in groups. For example, legislative hearings, mock trials and town meetings are ways that students may gain a greater understanding of a governmental process, while practicing how people interact in a group.
- *Storytellers/Historic Roleplayers.* Scholars and performers have brought their research to life by developing interactive programs. These programs are offered both at sites that represent a certain historic period (e.g. Plimouth Plantation) or in individual classrooms. The programs may present aspects of varying cultures, present issues of various historic periods or promote student interact with historic personalities.

  Often, students do not realize that the events they are studying happened to real people, or that people survived quite well in an environment very different than their own. Using storytellers or roleplayers to engage students in the period or events they are studying will allow history to become more understanding and alive for them.
- *Student Government.* Schools and state law have created various student organizations. Student councils/governments, Student Advisory Council to the Massachusetts Board of Education, Student Advisory Committees to School Committees and student representatives to School Improvement Councils are examples of ways that students may participate in decisions that directly affect their peers.

  Student participation in educational decision making is intended to provide students with practical experience in active citizenship. Social studies teachers could build on the experiences of these organizations to demonstrate the principles of democratic participatory government. Student elections, the relationships between school and local governments, and issues of representation are examples of ways that

students may understand the responsibilities of members of these organizations, and may generalize these experiences provided by these organizations to American society.

- *Travel.* Educational travel to either other parts of our country or abroad offers structured learning experiences that cannot be replicated within the classroom and can supplement classroom instruction.

  Students, particularly those who would not have the opportunity to travel otherwise, need to experience other people and places through a structured learning activity. The impact of United States policy cannot be understood fully except by questioning and visiting with people who live in areas different than their own. Through these experiences students learn that the actions of their government affect others directly, and they develop a commitment to work toward the positive aspects of these policies, and to changing the negative.

  In order for travel to be a rewarding experience, students must enter the opportunity with a commitment to engage other people in dialogue. For visits to other countries, knowledge of the country's primary language is essential, without which the experience is limited. Travel opportunities that are planned and conducted by both social studies and foreign language teachers to places of international importance (i.e., Central America rather than Spain) provide the dual benefits to students.

  Like field studies, the success of the experience depends upon its structure. Students must have research assignments to conduct which they may only complete successfully if they engage other people in dialogue. By having an assignment to consider how their economy is different than that of another area, or how young people spend their free time, students will have a purpose for their visit and a stimulus for further thought.

Museum of Afro-American History/African Meeting House

Sources of Information

Teachers collect and save the names and addresses of various resources which may be used to supplement their teaching. The members of the task force searched their files to identify the following non-commercial resources that they find helpful. This list should be considered a beginning that does not include all of the resources available to support the teaching of social studies.

Museums and Cultural Institutions

Adams National Historic Park
135 Adams St.
Quincy, MA 02169
(617) 773-1177

Battleship Massachusetts
Battleship Cove
Fall River, MA 02721
(508) 678-1100

Boston National Historic Park
15 State St.
Boston, MA 02109
(617) 242-5642

Boston Tea Party Ship and Museum
Congress Street Bridge
Boston, MA 02210
(617) 228-1773

Charles River Museum
154 Moody Street
Waltham, MA 02154
(617) 893-5410

The Children's Museum
Museum Wharf
300 Congress Street
Boston, MA 02210
(617) 727-9268

Computer Museum
Museum Wharf
300 Congress St.
Boston, MA 02210
(617) 423-6758

The Commonwealth Museum and State Archives
Columbia Point
222 Morrissey Boulevard
Dorchester, MA 02125
(617) 727-9268

Concord Antiquarian Society
200 Lexington Rd.
Concord, MA 01742

Fruitlands Museum
Prospect Hill
Harvard, MA 01451
(508) 456-3924

Isabella Stewart Gardner Museum
280 The Fenway
Boston, MA 02115

Hancock Shaker Village
P.O. Box 898
Rtes 20 and 41
Pittsfield, MA 02102
(413) 443-0188

Heritage Plantation
Corner of Pine and Grove Sts.
Sandwich, MA 02563
(508) 822-1622

Higgins Armory Museum
100 Barber Ave.
Worcester, MA 01606
(508) 853-6015

Historic Deerfield
Deerfield, MA 01342

House of Seven Gables
54 Turner St.
P.O. Box 784
Salem, MA 01970

John F. Kennedy Library & Museum
Columbia Point
Boston, MA 02125
(617) 929-4500

Kendall Whaling Museum
27 Everett St.
Sharon, MA 02067
(617) 784-5642

Lowell National Historic Park
169 Merrimack St.
Lowell, MA 01852
(508) 459-1000

Marine Museum at Fall River
70 Water St.
Fall River, MA 02720
(508) 674-3533

Massachusetts State Heritage Parks
225 Friend St.
Boston, MA 02104

Minuteman National Historic Park
Route 2A—Battle Road
Lexington, MA 02173
(617) 862-7753

Mount Holyoke College Art Museum
South Hadley, MA 01075
(413) 538-2245

Museum of Afro-American History/African Meeting House
46 Joy St.
Boston, MA 02114
(617) 742-1854

Museum of American Textile History
800 Massachusetts Ave.
North Andover, MA 01845
(508) 686-0191

Museum of Fine Arts
465 Huntington Ave.
Boston, MA 02115
(617) 723-2500

Museum of Our National Heritage
P.O. Box 519
23 Marrett Rd.
Lexington, MA 02173
(617) 492-8820

Museum of Science
Science Park
Boston, MA 02114
(617) 723-2500

Museum of Transportation
Larz Anderson Park
Brookline, MA 02146
(617) 522-6547

Museum of the National Center for Afro-American Artists
300 Walnut Ave.
Boston, MA 02119
(617) 442-8614

Mystic Seaport
Education Dept.
P.O. Box 6000
Mystic, CT 06355

Nantucket Whaling Museum
Nantucket, MA 02554

New Bedford Whaling Museum
18 Johnny Cake Hill
New Bedford, MA 02740
(508) 997-0046

Newport Preservation Society
Newport, RI 02840

Norman Rockwell Museum at Stockbridge
Main St.
Stockbridge, MA 01262
(413) 298-3822

Old South Meeting House
310 Washington St.
Boston, MA 02108
(617) 482-6439

Old State House Museum
206 Washington St.
Boston, MA 02109

Old Sturbridge Village
Museum Education Department
Sturbridge, MA 01566
(508) 347-3362

Old York Historical Society
P.O. Box 312—Lindsay Rd.
York, ME 03939

Paul Revere House
19 North Square
Boston, MA 02113
(617) 523-1676

Peabody Museum
East India Square
Salem, MA 01970
(508) 745-1876

The Peabody Museum of Archaeology and Ethnology
Education Department
Harvard University
26 Oxford St.
Cambridge, MA
(617) 495-2248

Pilgrim Hall Museum
75 Court St. (Rte 3A)
Plymouth, MA 02360
(508) 746-1620

Plimouth Plantation
Off Rte. 3A
P.O. Box 1620F
Plymouth, MA 02360
(508) 746-1622

Salem Maritime National Park & Museum
Derby St.
Salem, MA 01970

Saugus National Park (Ironworks)
Saugus, MA 01906

Shelburne Museum (Yankee Crafts)
Shelbourne, VT 05482

South Shore Natural Science Center
Norwell, MA 02060

Springfield Library and Museums
Corner of State and Chestnut Sts.
Springfield, MA 01109
(413) 732-6092

Springfield Armory
Springfield, MA 01104

Strawberry Banke (Museum)
Box 300
Portsmouth, NH 03801

Tsongas Industrial History Center
Boott Mill #8
Foot of John Street
Lowell, MA 01852

U.S.S. Constitution & Museum
Charlestown Navy Shipyard
P.O. Box 1812
Boston, MA 02129
(617) 426-1812

Williams College Museum of Art
Main Street
Williamstown, MA 01267
(413) 597-2429

Wistauriahurt Museum
238 Cabot Street
Holyoke, MA 01040
(413) 534-2216

Worcester Antiquarian Society
Worcester, MA 01605

Professional Associations

American Anthropological Association
1703 New Hampshire Ave., N.W.
Washington, D.C. 20009
(202) 232-8800

American Educational Research Association
1230 17th St., N.W.
Washington, D.C., 20036
(202) 223-9485

American Psychological Association
High School Affilitate Program
1200 Seventeenth St., N.W.
Washington, D.C. 20036
(202) 955-7221

Association of American Geographers
1710 Sixteenth St., N.W.
Washington, D.C. 20009-3198

Association for Supervision & Curriculum Department
125 N. West St.
Alexandria, VA 22314

Massachusetts Council for the Social Studies (State Council affiliated with the National Council for the Social Studies)
20 Fiske St.
Waltham, MA 02154
(617) 899-4919
Locally Affiliated Councils
(Sponsor District History Day and Professional Development Programs)

- Central Massachusetts Council
- Greater Boston Council
- Merrimack Valley Council
- Massachusetts Association for Law Related Education
- Southeastern Massachusetts Council
  South Shore Council
- Western Massachusetts Regional Council

Northeast Regional Conference on the Social Studies
(Yearly conference in March. Conference co-sponsored by New England and New York State Departments of Education and New England, New York and New Jersey State Social Studies Councils)

National Council for Geographic Education
Western Illinois University
Macomb, IL 61455
(309) 298-2470

National Council for the Social Studies (provides sample social studies scope and sequences among materials to strengthen social studies instruction)
3501 Newark St., N.W.
Washington, D.C. 20016
(202) 966-7840

New England History Teachers Association
Department of History
Bentley College
Waltham, MA 02254
(617) 891-2509

PUBLICATIONS

Anthro Notes
National Museum of Natural History
Department of Anthropology
Smithsonian Institution
Washington, D.C. 20560

Bill of Rights in Action
Constitutional Rights Foundation
601 South Kingsley Dr.
Los Angeles, CA 90005
(213) 487-5590

Courts, Classrooms and the Community
District Court Administrative Office
Holyoke Building
Salem, MA 01970
(508) 745-9010

ERIC
Social Studies Development Center
Indiana University
2805 East 10th St.
Bloomington, IN 47405
John Patrick, Director

Henry George Newsletter (Economics and History)
121 East 30th St.
New York, NY 10016
(202) 889-8020

Historical Journal of Massachusetts
Institute of Massachusetts Studies
Westfield State College
Westfield, MA 01086

The Massachusetts Spy
Donald Salvucci, Editor
Massachusetts Council for the Social Studies
20 Fiske St.
Waltham, MA 02154
(617) 899-4919

New England History Bulletin
Dr. James Wayland, Editor
Department of History
Bentley College
Waltham, MA 02254
(617) 891-2509

Practicing Anthropology
The Society for Applied Anthropology
P.O. Box 24083
Oklahoma City, OK 73124-0083

Social Education
Social Studies and the Young Learner
Publications of the National Council for the Social Studies
3501 Newark St., N.W.
Washington, D.C. 20016
(202) 966-7840

Update
National Geographic Society
Educational Media Division
Washington, D.C., 20036
(202) 775-6581

Update on Law-Related Education
American Bar Association
Special Committee on Youth Education and Citizenship
750 North Lakeshore Dr.
Chicago, IL 60611
(312) 988-5725

Resources

William G. Abdolah Memorial Library
(Arabian/Palestinian Culture)
55 Emonsdale Rd.
W. Roxbury, MA 02132
(617) 323-0323

African Studies Library
Mugar Memorial Library, 6th Floor
Boston University
771 Commonwealth Ave.
Boston, MA 02215
(617) 353-3726

African Studies Outreach Program
Boston University
264/270 Bay State Rd.
Boston, MA 02215
(617) 353-7303

American Bar Association
750 North Lakeshore Dr.
Chicago, IL 60611
(312) 988-5725

American Geographic Society
25 39th St., Suite 1501
New York, NY 10018

American Institute for Islamic Affairs
School of International Service
American University
4900 Massachusetts Ave., NW
Washington, D.C. 20016

American Museum of Natural History
Central Park West
New York, NY

Anthropology Department
University of Massachusetts at Boston
Harbor Campus
Boston, MA 02210

The Asian Society
725 Park Ave.
New York, NY 10021

Bay State Historic League
State House
Boston, MA 02133

Bill of Rights Education Project
c/o Civil Liberties Union of Massachusetts
19 Temple Pl.
Boston, MA 02111
(617) 482-3170

Boston Public Library (Tours in Basic Research)
Copley Sq.
Boston, MA 02115

Cape Ann Historical Association
27 Pleasant St.
Gloucester, MA 01930
(508) 283-0455

Center for Civic Education/Law in a Free Society Project
5146 Douglas Fir Rd.
Calabasas, CA 91302
(818) 340-9320

Center for Middle Eastern Studies
Harvard University
1727 Cambridge St.
Cambridge, MA 02138

Center for Research and Development in Law-Related Education
Wake Forest University
Winston-Salem, N.C.

Center for the History of the American Indian
The Newberry Library
60 West Walton St.
Chicago, IL 60610

Center for Teaching International Relations
University of Denver
Denver, CO 80208

Civic Achievement Program/Close Up
Prgrams/New Americans Program
Close Up Foundation
1235 Jefferson Davis Highway
Arlington, VA 22202
(800) 356-5136

Constitutional Rights Foundation
601 South Kingsley Dr.
Los Angeles, CA 90005
(213) 487-5590

Council on Anthropology and Education
M.L. Rice, Professor Emeritus
Social Science Education
The University of Georgia

C-SPAN in the Classroom
444 North Capitol St., N.W.
Washington, D.C. 20001
(800) 523-7586

Cultural Education Collaborative (Directory of school-visiting artists)
59 Temple Place
Boston, MA 02111

Cultural Survival (Endangered Peoples)
11 Divinity Ave.
Cambridge, MA
(617) 495-2562

District Court Department of the Trial Court of Massachusetts
Courts, Classrooms, and the Community Program
Holyoke Square
Salem, MA 01970
(508) 745-9010

Economic Education Council of Massachusetts, Inc.
Norman Benson and Carol McDonough, Co-Directors
Economic Education Center
University of Lowell
One University Avenue
Lowell, MA 01854

Educators for Social Responsibility
11 Garden St.
Cambridge, MA 02138
(617) 492-8820

Essex Institute (Research)
132 Essex St.
Salem, MA 01970
(508) 744-3390

Facing History and Ourselves
25 Kennard Rd.
Brookline, MA 02146
(617) 232-1595

Federal Reserve Bank of Boston (Newsletter and Tours)
Banking and Public Information Center
600 Atlantic Avenue
Boston, MA 02106
(617) 973-3459

Five College Center for Teaching about Asia
P.O. Box 740
Amherst, MA 01004

Foreign Policy Association
729 Seventh Ave.
New York, NY 10019

Global Perspectives in Education
218 East 18th Street
New York, NY 10003

History Theatre of Ideas
c/o Rhode Island Committee for Humanities
463 Broadway
Providence, RI 02904

The Hunger Project
1388 Sutter St.
San Francisco, CA 94109
(415) 928-8700
Raymond Del Colle (area representative)
95 Park Ave.
Bridgewater, MA 02324
(508) 697-8218

International Friendship League
22 Batterymarch St.
Boston, MA 02109

Joint Council on Economic Education
1212 Avenue of Americas
New York, NY 10036
(212) 582-5150

Junior Achievement
34 Beacon St., Room 604
Boston, MA 02108
(617) 367-5850

Labor Education Center
Southeastern Massachusetts University
North Dartmouth, MA 02747
(617) 727-1290 x 8007 or (508) 999-8007

Labor Studies Center
University of Massachusetts/Boston
Harbor Campus
Boston, MA 02210

League for the Advancement of New England Storytellers (L.A.N.E.S.)
P.O. Box 1483
Arlington, MA 02174

Massachusetts Agriculture in the Classroom Project (elementary)
420 Hills House North
University of Massachusetts
Amherst, MA 01003
(413) 545-4645

Massachusetts Bar Association
Lawyers in the Classroom Project
20 West St.
Boston, MA 02108
(617) 542-3602

Massachusetts Council for the Arts and Humanities
80 Boylston St., 10th Floor
Boston, MA 02116

Massachusetts Educational Television and the Videotape Distribution of the Bureau of Educational Technologies
Massachusetts Department of Education
75 Acton Street
Arlington, MA 02174
(617) 727-6395

Massachusetts Geographic Alliance
Salem State College
Department of Geography
Salem, MA 01970

Massachusetts Global Education Program
Winchester Public Schools
154 Horn Pond Brook Road
Winchester, MA 01890
(617) 721-01257

Massachusetts Newspaper in Education Council
Carol Matzell, Chairperson
The Patriot Ledger
12 Temple Street
P.O. Box 498
Quincy, MA 02269
(800) 972-5070

National Archives
Federal Records Center
380 Trapelo Road
Waltham, MA 02254
(617) 647-8100

National Endowment for the
Humanities Women's History Summer Institute
Harvard Graduate School of Education
Gutman Library
Appian Way
Cambridge, MA 02138
(617) 495-3064

National Institute for Citizen Education in the Law
25 E. St., N.W.
Washington, D.C. 20001
(202) 662-9620

National Trust for Historic Preservation
45 School St.
Boston, MA 02109
(617) 565-8467

National Women's History Project
P.O. Box 3716
Santa Rosa, CA 95402
(707) 526-5974

New England Historic Geneological Society
101 Newbury St.
Boston, MA 02115
(617) 536-5740

New England Heritage Center (Speakers
Sourcebook)
Dr. Joyce Malcolm
Bentley College
Waltham, MA 02254

New England Society for the Preservation of
Antiquities
Harrison Gray Otis House
141 Cambridge St.
Boston, MA
(617) 227-3956

Old Colony Historical Society
66 Church Green
Taunton, MA 02780
(508) 822-1622

Oral History Project (Not limited to Cambridge)
c/o Cambridge City Hall Annex
Inman St.
Cambridge, MA 02139
(617) 498-9040

Oxfam America
114 Broadway
Boston, MA 02116
(617) 482-1211

Population Reference Bureau
1337 Connecticut Ave., NW
Washington, D.C. 20036

Schlesinger Library
Radcliffe College
10 Garden St.
Cambridge, MA 02138

Social Science Education Consortium
855 Broadway
Boulder, CO 80302

Social Studies School Services
10200 Jefferson Boulevard, Rm 6611
P.O. Box 802
Culver City, CA 90232-0802

Soviet and East European Language and Area Center
Harvard University
1727 Cambridge St.
Cambridge, MA 02138

Stanford Program on International and
Cultural Education (SPICE)
200 Lou Henry Hoover Building
Stanford University
Stanford, CA 94305-6012

United Nations Association of Greater Boston
22 Batterymarch St.
Boston, MA 02109

United Nations
New York, NY 10017

United States Department of State (Teachers may be
placed on mailing lists)
Bureau of Public Affairs
Washington, D.C. 20520

United States Geological Survey
Reston, VA 22092

Woman's Rights National Historic Park
Seneca Falls, NY 13148
(315) 568-2991

World Affairs Council of Boston
22 Batterymarch St.
Boston, MA 02109
(617) 482-1740

World Bank
1818 H. St., NW
Washington, D.C. 20433

A World of Difference Project
c/o The Anti-Defamation League
1 Lincoln Plaza, Suite 301
Boston, MA 02111
(617) 330-9696

Youth Service America
1319 F St., NW
Suite 900
Washington, D.C. 20004
(202) 783-8855

Zero Population Growth
1601 Connecticut Ave., NW
Washington, D.C. 20036

Student Involvement Opportunities

Good Citizen Contest
Daughters of American Revolution
Box 272
Chestnut Hill, MA 02167

High School Term Paper Contest
Framingham State College
Phi Delta Theta
Prof. Roberta Roberts
Framingham, MA 01701
(508) 620-1220

Massachusetts History Day
John Hassan, Chairperson
63 Cinderella Cir.
Dracut, MA 01826

Massachusetts Student Government Day
Massachusetts Department of Education
Office of Student Services
1385 Hancock St.
Quincy, MA 02169
(617) 770-7580

Mock Trial Competition
Massachusetts Bar Association
20 West St.
Boston, MA 02108
(617) 542-3602

National Bicentennial Competition on the
Constitution and Bill of Rights
Center for Civic Education
5146 Douglas Fir Rd.
Calabasas, CA 91302
(818) 340-9320

Student Advisory Council to the
Massachusetts Board of Education
Massachusetts Department of Education
Office of Student Services
1385 Hancock St.
Quincy, MA 02169
(617) 770-7580

Voice of Democracy Contest
Veterans of Foreign Wars of the United States
VFW Building
Broadway at 34th St.
Kansas City, MI 64111

Massachusetts Department of Education
Office of Student Services
1385 Hancock Street
Quincy, Massachusetts 02169

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